

# Values for Living

August 2002 Edition  
Moral Leadership Guide



Published by  
Office of Chaplain Services  
Headquarters Civil Air Patrol  
105 South Hansell Street  
Maxwell Air Force Base, Alabama 36112-6332

## Table of Contents

PREFACE .....	3
COMPETENCE .....	7
THEME: EXCELLENCE IN ALL WE DO .....	7
CYBER RELATIONSHIPS .....	10
THEME: WORLDWIDE WORRY OR WISDOM .....	10
DATING BOUNDARIES .....	15
THEME: ONE ON ONE; TWO BY TWO; WHAT TO DO? .....	15
DECEPTION .....	20
THEME: LIES OF OMISSION .....	20
GRIEF .....	25
THEME: WHEN A FRIEND HURTS .....	25
INTERNET ADDICTION .....	28
THEME: YOU'VE GOT MAIL? .....	28
LEADERSHIP .....	31
THEME: PUTTING YOUR BEST FOOT FORWARD .....	31
PEER PRESSURE .....	34
THEME: FIRST PERSON SINGULAR .....	34
RELATING TO PARENTS .....	37
THEME: HOW DO I GET THEM OFF MY BACK .....	37
TEENAGE SUICIDE PREVENTION .....	41
THEME: THE SILENT CRY .....	41
TOLERATING UNETHICAL BEHAVIOR .....	44
THEME: DO YOU SEE WHAT I SEE .....	44
TEEN PREGNANCY .....	47
THEME: WHY IS "GOING ALL THE WAY" NOT REALLY GOING ALL THE WAY? .....	47
ATTACHMENT A – A GUIDE FOR CADET DISCUSSION LEADERS .....	51
ATTACHMENT B – PLANNING GUIDE FOR VALUES FOR LIVING SEMINAR .....	52
ATTACHMENT C – SAMPLE 1-HOUR TIMELINE FOR MORAL LEADERSHIP SESSION .....	53
ATTACHMENT D – CERTIFICATE OF ACHIEVEMENT .....	54
ATTACHMENT E – PEER PRESSURE GRID .....	55
ATTACHMENT F – PEER PRESSURE GAME .....	56

## **PREFACE**

### **For Use Within DoD**

This pamphlet is part of a series of moral leadership lessons written for use within the Civil Air Patrol (CAP), the official auxiliary of the United States Air Force. Air Force and other Department of Defense (DoD) chaplains may use this material freely within chapel youth programs and other character-building programs they offer. In fact, some of this material expands and complements the basic Air Force Core Values Program. Permission to use this material outside the CAP community must be obtained from the CAP Executive Administrator of Chaplain Services, 105 S. Hansell Street, Maxwell AFB AL 36112-6332.

### **Topics for Cadets**

*Values for Living* is primarily published for CAP chaplains and moral leadership officers (MLOs) to develop a systematic values enrichment program for CAP cadets. For this process to be meaningful for the cadets, a continuing effort is made to select topics and concerns that will be of interest. Cadets will form certain attitudes and beliefs on many of these topics regardless of this material. However, this material is written to provide them with factual information when discussing the selected topics and formulating their own values. The aim of these lessons is to help develop thoughtful, morally responsible citizens.

### **The Basis for Values**

Forming a basic system of values is a difficult process for all young people. Family, school, religion, and other experiences directly influence the way we develop values. In adolescence, youth move from simply accepting beliefs and practices of their family and cultural environments to the practice of thinking about and discussing their values with others. The value system they develop becomes the basis for consistent moral choices, both in their own individual lives as well as in leadership roles they may assume.

### **Format of Material**

The format of these lessons is designed for use in small groups. Each lesson targets a specific theme. A chaplain or MLO opens the session with brief “OPENERS” to stimulate interest in the topic. These openers are then discussed in small groups using the “DISCUSSION PROBES” to encourage sharing at a deeper level. As the group discussion begins to wind down, “CONCLUSIONS” are given that will help focus major issues usually associated with the topic. The session ends with the chaplain or MLO summarizing the discussion with “BRINGING IT HOME” statements.

### **Commander's Role**

Chaplain Service personnel are tasked with ensuring that the Moral Leadership Program is effectively managed. Commanders, however, must provide opportunities for moral leadership seminars to occur. Cadets must be given time for moral leadership in accordance with CAPR 52-16, *Cadet Program Management*. Even during cadet encampments, 3 of the 40 hours of encampment instruction must be devoted to moral leadership. (Ref: CAPR 52-16, Chapter 5.)

### **Cadets are the Leaders**

Even though chaplains and MLOs are tasked with overseeing the quality of moral leadership training, cadets implement the program. This gives chaplains and MLOs an opportunity to help cadets develop leadership skills. The chaplain/MLO needs to understand—and help cadets involved as group leaders to understand—the ethical or moral values that each lesson communicates. A cadet leading a *Values for Living* group must be involved in advance planning so he or she is aware of the desired outcomes. Cadets are responsible to lead their own group discussions and to record results of those groups. (Ref: CAPR 52-16, Chapter 2, requires cadets to serve as discussion leaders as part of their training.)

### **Chaplain/MLO Serves as “Coach”**

Although the chaplain/MLO opens and closes the moral leadership session, they serve as coaches “behind the scenes” so that cadets are equipped properly to lead the small group discussions. The chaplain/MLO must be cautious about taking a too active involvement in the session. When the chaplain takes over, the cadets are quickly forced into a passive role and “sit it out” while the chaplain takes center stage. When this happens, cadets get turned off and the goals of the program are not met.

### **A Cadet Program**

In order to emphasize the necessary activity of the cadets in the Moral Leadership Program, we speak of it as a CADET program. When properly motivated, cadets are eager to have the opportunity to become involved in the process. In the eyes of the cadets, however, they frequently see it as a chaplain program. Cadets realize in a practical way, that in the preparation for and in leading small group discussions, it is the chaplain/MLO who plays a pivotal role behind the scenes. When the cadets have exhausted their discussion, and when they have had the opportunity to speak and be heard, they are usually eager to listen to the “bringing it home” portion of the seminar where the chaplain/MLO summarizes the important values covered in the discussion.

## What a Moral Leadership Session Looks Like

In summary, the ideal moral leadership session has the following elements:

### The People Involved

**Chaplain or MLO.** A chaplain or MLO serves as an advisor rather than as the person who puts on the program. Prior to the actual session, the chaplain/MLO meets with the session group leaders and recorders to plan the lesson. The chaplain/MLO leads the planning team for each session and helps designated cadets assume the role of group leader or recorder. The chaplain/MLO makes sure that the room is setup before the cadets arrive.

**Cadet Group Leader.** A cadet leader leads the small group where the moral leadership topic is discussed. When a larger number of cadets are present, several groups may be formed. A cadet leader is needed for each group. The cadet leader(s) meets with the chaplain/MLO on one or more occasions prior to the lesson to understand the topic and know the desired outcome. The cadet leader(s) actually presents the majority of the *Values for Living* topic. See Attachment A, *A Guide for Cadet Discussion Leaders*.

**Cadet Group Recorder.** A cadet recorder is used to summarize small group discussion. When a large group of cadets are involved in a session, a cadet recorder is needed for each discussion group. CAPR 52-16, *CAP Cadet Program Management*, chapter 3, requires cadets to serve as recorders as part of their training.

### The Process

**Planning the Session.** For a lesson to be effective, the chaplain/MLO must do advance planning. See Attachment B, *Planning Guide for Values for Living Seminar*. Be sure to identify your group leaders in advance of the lesson so they can think about the theme and discussion probes before they sit down to lead their small group. It is also important to prepare a timeline so you know how many minutes you will spend opening the session, how long there will be for small group discussion, and how much time is allocated for concluding comments. See Attachment C, *Sample 1-Hour Timeline for Moral Leadership Session*.

**Opening the Lesson.** The chaplain or MLO sets the stage for the seminar by introducing the topic to everyone present. The way the topic is presented will largely determine the enthusiasm cadets will have when the subject is discussed. In addition to the openers in *Values for Living*, chaplains/MLOs are encouraged to create their own “OPENERS” from newspapers or other current events.

#### Small Group Discussion:

- The size of each group depends on the number of cadets involved. Group size can vary from five to six cadets. When enough cadets are present, it is advisable to form groups according to the age of cadets. The experience of a sixth grader is vastly different than that of an older teen.

- Each group should have a cadet discussion leader and a cadet recorder. Be sure cadets sit in a circle so they can see one another during the discussion.
- The leader of each group should keep the group focused on the topic. The leader should attempt to involve everyone in the group discussion (Attachment A.) The chaplain/MLO should make copies of it to give to each group leader in advance of the discussion. This will help cadets be prepared to successfully lead the group.
- During the discussion, the cadet recorder makes notes of the main points that were shared. The recorder usually makes no mention of the names of members, but includes only the content of the discussion. The recorder simply needs to write short statements about what was discussed and report this to the larger group when asked.

**Closing the Lesson.** Approximately 3 minutes prior to closing the group discussion portion of the lesson, the chaplain/MLO should announce that 3 minutes remain before group discussion ends. This gives cadets an opportunity to bring closure to their discussion. Conclusion statements to be used by the cadet discussion leader are found in each lesson. When the time is up, the chaplain/MLO asks each group recorder to report the major items that were discussed. This is an excellent opportunity for cadets to see their ideas shared by others. The chaplain/MLO can link together the main reported by the group recorders. The question may be asked, “What similarities can you see in these concerns?” This is especially helpful to encourage cadets to listen to each other. The chaplain/MLO then uses the “BRINGING IT HOME” statement to leave an impact with the cadets and emphasize the importance of values.

**Doing the Record Keeping.** No job is complete until the record-keeping duties are done. At the conclusion of a moral leadership session, the chaplain/ MLO needs to be sure to accurately record which cadets served as group leaders and group recorders. This information is important for cadets to be considered for promotion. It is important for each cadet, who completes a moral leadership lesson to be given a certificate showing successful completion. See Attachment D, *Certificate of Achievement*.

## COMPETENCE

### THEME: EXCELLENCE IN ALL WE DO

#### OPENERS:

1. Competence is the quality or state of being functionally adequate or having sufficient knowledge, judgment, skill, or strength to perform a task. –Webster’s Dictionary
2. “To lead in the 21<sup>st</sup> Century...we will be required to have both character and competence. It is the essence of responsibility, which is that of knowing (competence) and doing what is expected (character). To dedicate ourselves to becoming highly proficient in our respective specialties.” - General Norman Schwarzkopf
3. Another key value in the military is professional competence—that is, proficiency in tactical and technical skills. -Marsh, J. O., *Military Review*, Vol. 77
4. A unit becomes competent when it performs to up to standards in all it is required to do. -Command Sergeant Major Riddle, *Engineer*, Vol. 29
5. Competence refers to an individual’s capacity to perform job responsibilities. -McConnell, E. A., *Nursing Management*, Vol. 32.
6. Greatness is something that cannot be bestowed like a medal, a ribbon, a star. It cannot be bought. It comes in the end only from within. General John Shalikashvili, Former Chairman of the Joint Chiefs of Staff said, “The three indispensable traits of a great leader are competence, care, and character.” He ought to know, he embodies them. -President Clinton at Fort Myer, Vol. 33
7. “Competence starts with the willing desire of our soldiers to want to be the very best at what they do. It means that soldiers know what to do and how to do it and that NCOs know how to use those competent soldiers to enable units to complete the myriad of tasks required to get the mission accomplished.” -Command Sergeant Major Art Laughlin, *Engineer*, Vol. 29
8. Carelessness is worse than theft. -Gaelic Proverb
9. Good, better, best  
Never let it rest  
Until the good becomes better  
And the better the best  
-Elementary school rhyme
10. “...some of the best leadership lessons I have ever learned have been taught by dumb officers, absolutely morally bankrupt officers who had no redeeming qualities.” -General Norman Schwarzkopf

11. Doing the best at this moment puts you in the best place for the next moment. -Oprah Winfrey
12. The Greek word for excellence is *aretê* (air-eh-tay). It means both virtue and excellence. It involves both character and competence.

### **DISCUSSION PROBES:**

1. What is the meaning of competence?
2. Why is competence important in CAP? Give three examples.
3. Describe four ways in which CAP members can become competent?
4. Do you think incompetence can be tolerated in CAP or any other place? Why or why not?
5. Cite three examples of a dangerous situation, whereby a CAP member was incompetent. How? (You may not want to mention real people by name.)
6. Make a collage showing people who are competent. You may use CAP newspapers, magazines or drawings.
7. Can competence be reflected in your character? If so, how? Explain.
8. Why is competence important in aerospace education and technology? Give examples.
9. John is a C/Sgt at his first encampment. He is standing fire watch (the only person up at night and is responsible for the health and safety of those in the barracks). Near the end of his watch, he smells a natural gas leak. He runs from the building without waking anybody. The sergeant of the guard discovers him standing in the street quivering and staring at the building 15 minutes latter.
  - Was John competent?
  - Who is responsible for John's behavior?
  - Was the person who selected John for fire watch competent? Is he or she responsible for John's behavior?
  - Was the person who trained/briefed John for fire watch competent? Does he or she bare any responsibility?
  - How far up the chain of command does the responsibility go?
  - Have you ever experienced an incompetent leader? How did you feel? Would you ever trust that person again? Discuss.

### **CONCLUSIONS:**

1. Competence is the key to help you excel in CAP and in other areas of your life.
2. Competent people are responsible people, who value the lives of others.



3. Competent persons “know what to do and how to do it.”
4. A competent person is able to do a job with confidence, without fear or trepidation.
5. Competent people stick to a task until it is completed.
6. Our job performance depends upon competency.
7. Competence involves character and a desire to want to do your best.
8. Competent people can admit if they are wrong.

**BRINGING IT HOME:**

1. Practice competence. You can make a difference in a situation. Think about areas in your life where you feel incompetent. Begin to improve them.
2. Identify areas in your life where you feel competent. Give yours a pat on the back. Thank the people who taught you.
3. Begin a journal of all you competent efforts.
4. Share with your family and friends how CAP has enhanced your competency skills.
5. Be Supportive to others who may feel incompetent. Help them become competent.

## CYBER RELATIONSHIPS

### THEME: WORLDWIDE WORRY OR WISDOM

#### OPENERS:

1. A popular cartoon a few years ago showed a dog using a computer and explaining to a friend, “on the Internet nobody knows you’re a dog.” -Steiner P., *New Yorker*, 1993
2. A regular chatter, Chattel, did not hesitate when asked which was her favorite chat room. “The Beach at Chatropolis for sure. I love the beach becuz I’ve been coming here for a long time and I know everyone. In fact, I’ve been at the beach so long, I get to see and feel like I see the changes in my friends’ daily lives, just like in RL (real life). Also, 2 friends here are monitors and have the power to boot and I feel safe and protected in case scary or rude jerks show up ... If I had to leave the beach, I’d probably quit chatting. I go to other rooms now and again as Chattel just to look around, but it’s not the same. Many of the rooms have their own clique and flavor and regulars and I’m not sure I want to invest of myself in starting over again.” -Russell Mills, *Journal of Pop Culture*, 1998
3. “The new technology that was supposed to free our time for leisure, instead keeps us ‘sped up’ and over connected. I found that I had less time and energy for local connections once I started hooking up with e-pals all over the nation.” -Ester Buchholz, author and psychologist
4. Computer screens are the new location for our fantasies, both sexual and intellectual. -Sherry Turkle, a clinical psychologist.
5. According to a *Family PC* survey, more teens than parents (50% compared with only 41%) express concern about exposure to strangers over the Net. This concern stems from actual on-line experience!
6. Internet communities are voluntary communities. “The great benefit of involuntary communities – including the family – is that they enable us to discover the virtues of people whom we might never have chosen to hang out with.” -C.S. Lewis
7. “Conversing on-line is quickly rising as the tool of social necessity, rising to the status of the shopping mall as a place where the Nintendo generation goes to loiter and gossip.” -Jennifer Wolcott, *Christian Science Monitor*, Vol. 91

## DISCUSSION PROBES:

1. In January 1995, in what is believed to be the first case of its kind, a New Jersey man, John Goydan, sued his wife, Diane for divorce. He retrieved steamy e-mail messages in which his wife and a North Carolina man calling himself the Weasel exchanged erotic fantasies and “proxy kisses” and talked of plans for a real-life tryst. In what sense was their affair real?
2. How are on-line networks changing the way some people communicate?
3. What is it about e-mail that often tends to relax inhibitions?
4. Since people can be less inhibited while being on-line, are they likely to be more personal and, therefore, more meaningful?
5. Does it disturb you that people can assume on-line identities other than their own?
6. Can virtual relationships be unhealthy? Why or why not?
7. You have been on-line for months chatting with someone you thought to be sixteen like your self. Then one day you receive this message from him: “Hi! I’ll be home from college next week. I’m really 22. How about I show you my side of town?” What do you do? What, if anything, can be done about adults and teens who use cyberspace to lure children into sexual liaisons?
8. How do you think people will use computer networks in the future?
9. One parent has imposed the following rules for her teens: They are not allowed on the Internet unless she is home. The computer must be kept in the living room where it can always be seen. They cannot chat on-line. They cannot go to any violent sites. They cannot download anything without her permission. Are these good rules for teens? Why or why not? What rules would you suggest?
10. Read the following actual teen profiles:
  - Member Name: Kurt (RAMBO) (Romeo)  
Location: Houston, TX, USA  
Sex: Male  
Marital Status: single for now...  
Hobbies: paintballin, working on cars, racing bikes (road), and model cars  
Computers: Compaq  
Occupation: Student @LCHS  
Personal Quote: “I love you”

- Member Name: Josh at 16  
 Location: VA  
 Sex: Male  
 Marital Status: looking  
 Hobbies:  
     ~SOCCER #13  
         ~Basketball #30  
             ~water and snow skiing  
                 ~lifting weights  
                     ~cueing  
                         ~going to beach  
                             ~running  
                                 ~Church/youth  
 Computers: Hewlett Packard  
 Occupation: school and soccer  
 Personal Quote: ôûô
- Member Name: Angel  
 Location: Orlando, Florida!  
 Sex: Male  
 Marital Status: I got a girl named Rachel  
 Hobbies: I like to chill wit my homie g-dawgs like tommy, sara, matt, joey and all those other peeps out there. I like to party and get some (if yanno what I mean) and all those other guy things.  
 Computers: That's just a little gay.  
 Occupation: Ima pimp on da streets of Orlando. Da pinp of Boone High School, Go Boone Hoes!  
 Personal Quote: "\$5 dalla suckie suckie"
- Member Name: Pretty Boy aka Premo  
 Location: Detroit  
 Sex: Male  
 Marital Status: Nadda single and lovin the life  
 Hobbies: Foreplay, livin the lavish single life, chillin with my trou to life slavies, being pretty (sike naw im not conceded), flirtin, dancing, what eva make me happy ya feel me. Love to my lilmomma (you know who you are)  
 Computers: be fareal  
 Occupation: bein a flirt and a freaked out pretty boy  
 Personal Quote: live up the lavish, if you not then make the most out of what you got don't pull others down. Keep it true to life
- Member Name: Douglas  
 Location: Selden, NY Born in Cali  
 Sex: Male  
 Marital Status: single  
 Hobbies: Baseball, Football, Soccer, basketball, kickball, let's just put it this way sports!! Video games, jumping on my trampoline, swimming, bowling, tanning, going to the beach, and a lot more  
 Computers: this one  
 Occupation: school (SMS)  
 Personal Quote: "don't get into a fight with an ugly person because they have nothing to lose."

Individually rank these profiles from 1 (the worst) to 5 (the best) in terms of whether or not you would establish an on-line relationship with them. In a group of three to five others rank the profiles as a group, being sure to give your reasons. Share your rankings and your reasons with the rest of the unit.

11. Research shows that today's teens are unwilling to establish an on-line relationship or talk with people whose profiles are sexually oriented, obscene, or contain overt sexual references. Was this true in your votes on these profiles above?

## CONCLUSIONS:

1. Because cyber takes place at a distance rather than face to face it appears to involve less risk than more direct forms of sexual exploration: no disease, a high degree of anonymity, and little threat of public exposure. But those who practice cyber often find—sometimes at a significant cost—that the relationships and the feelings they develop on-line cannot be insulated from their real emotional lives.
2. Chilcoat and DeWine (*Journal of Applied Communication Research*, 1985) discovered that when people interact with a person they cannot see, they tend to form a higher opinion of the person's physical and social attractiveness than when they can see the other person.
3. Ten years ago our relationship with computers was one-on-one, person with machine. Now with e-mail and the Internet, we're using computers to develop new kinds of relationships with other people and to deepen existing relationships. People are using e-mail in very intimate, very expressive and very family-oriented ways. Parents are writing e-mail to their children in college. People are opening up relationships with relatives that have been closed down for years. People have developed social skills or become able to discuss emotional and physical problems – such as weight or disability – that they previously were unable to confront.
4. E-mail stands somewhere between speech and writing. It's more spontaneous than writing. You can feel the presence of the person with whom you are messaging. Yet, you are alone when you are writing which creates a quiet space for self-reflection.
5. The problem with the computer is that you can chat with someone for thirty minutes and then just leave. It's like meeting on a bus or plane and then getting off never to see that person again. The conversation can be very intense and significant. Yet, what does it mean to have a conversation divorced from our physical selves?
6. Having a different on-line identity can be constructive. Life on-line gives people a new, relatively unconstrained place to play out aspects of themselves and sometimes work on important problems. The Internet encourages experimentation. People can explore new sides of themselves. When they do this, they can give expression to their hopes and fears. Ideally, people will use the virtual to improve the real.
7. In her book, Sherry Turkle interviewed various computer users. Case, a young man, was uncomfortable being assertive. But when he met an assertive woman in an on-line role-playing community, he was able to become more assertive in real life. Some people seem to prefer the virtual world. Doug, who assumed the identity of a seductive woman in one on-line domain, a macho cowboy in another and a rabbit of unspecified gender in a third, told me, "RL (real life) is just one more window – and it's usually not my best one."

8. People act out on the Internet the same problems they have in real life. Many people who have pent-up hostility will “flame” (exchange angry slurs) when they are on-line. Some people who flame think their actions have no consequences, that they’re just words. It’s important to remember you’re not having a relationship with just a computer; there’s another real person involved.
9. People who use the computer to commit crimes should be prosecuted. Nothing in cyberspace gives a person immunity from the law.
10. The Web can supplement physical community but it cannot replace it.

### **BRINGING IT HOME:**

1. Let’s face it, in the computer world, you are most likely ahead of your parents. Make a set of rules you would like to give them for their computer use.
2. Exam each of your on-line relationships. Is there anything about any of them that you would not share with your parents? Are all these relationships healthy?
3. Exam your on-line persona(ae), [your name(s), profile(s), language]; do they convey a healthy image of which you are proud.
4. If you have not already done so, go to [www.egreetings.com](http://www.egreetings.com) or [www.bluemountain.com](http://www.bluemountain.com). Learn how to create your own greeting card and send it.
5. Introduce your parents to [www.smartparent.com](http://www.smartparent.com).

## DATING BOUNDARIES

### THEME: ONE ON ONE; TWO BY TWO; WHAT TO DO?

#### OPENERS:

1. For teens the important questions are: What is a date? Who dates? When do you begin dating? What happens on a date? How do you behave with someone with whom you are dating? Should you date?
2. Dating is the process or series of actions and activities undertaken as a person meets and builds relationships with people of the other sex, develops social skills and prepares for marriage.” - *Christian Life Style for Youth*
3. Adolescents who date too early shortchange themselves emotionally. Because their social lives revolve around the dizzying ups and downs of romance, they tend to miss out on the easy give-and-take of the same sex friendships that take root in the early teen years. These friendships do far more than dating to teach young teens the empathy that adult love demands. -Rona Maynard, *Chatelaine*, Nov. 93
4. For many people, dating is one of the most rewarding experiences of their lives. But, for some, dates end in disaster. They are sexually assaulted by their date. -Sexual Assault Services of Crow Wing County
5. In his book, I Kissed Dating Goodbye, Joshua Harris lists the defects of dating as:
  - Dating leads to intimacy but not necessarily to commitment.
  - Dating tends to skip the friendship stage of a relationship.
  - Dating often mistakes a physical relationship for love.
  - Dating often isolates a couple from other vital relationships.
  - Dating, in many cases, distracts youth from their primary responsibility of preparing for the future.
  - Dating can cause discontent with God’s gift of singleness.
  - Dating creates an artificial environment for evaluating another person’s character.
6. Cloud and Townsend disagree with Harris and in their book, Boundaries in Dating, give the following benefits of dating:
  - Dating gives people the opportunity to learn about themselves, others, and relationships in a safe context.
  - Dating provides a context to work through issues.
  - Dating helps build relationship skills.
  - Dating can heal and repair.
  - Dating is relational and has value in and of itself.
  - Dating lets someone learn what he or she likes in the opposite sex.
  - Dating gives a context to learn sexual self-control and other delay of gratification.
7. “When dateless, your grades improve, bonds with friends grow tight and your inner self evolves to dramatic new plateaus. Yeah, well, that’s all very special. Yet when it seems that every other Betty is

sportin' a Baldwin for a food-and-flick combo come Friday night, you get to thinking that it's just not fair." -*Teen Magazine*, 2001

8. "When you go on a date are you going with an expectation of getting to know who God has created this person to be, or is your mindset, how far should I go with him or her." -Rick Gillespie-Mobley, Front Range Christian Church

## DISCUSSION PROBES:

1. At 12, Sarah can pass for 16. When she stops for a doughnut after school, older boys keep flocking to her table. Now one of them has asked her for a date. His parents are away, and he plans to show her some videos on their VCR. She knows she's too young to spend an evening with a boy in an empty house, but she still wants to say yes. After all, her best friend has been dating for months. What should she do? Discuss.
2. Sandra is a 16-year-old foreign exchange student. She has been staying with your family for six months and is expected to stay six more months. In that time she has made many friends at school. Sandra, Dave, and the "guys" (Paul, Scott, Leo, Mary and Rafael) often go out together to school events, movies, parties, and other social events. On occasion Dave or one of the "guys" will bring a date to one of those events. Sometimes Dave and his girlfriend, Catlyn, will go on a date by themselves. Today at school Leo asked Sandra out on a date for "just the two of us." Sandra said that she would check with her host parents. Sandra's host parents said that they like Leo that "he seems like a nice boy and that if you like him, and want to go out on a solo date, you may." Sandra likes Leo. However, Sandra has not thought much about dating while here. Back home her father would arrange dates and her grandmother chaperoned her only two dates. This is a common but fading tradition. Sandra asks her host family the following questions. How would you answer these questions?
  - What is the difference between a friend and a boyfriend?
  - What is an appropriate display of affection in public? What are the boundaries of acceptable behavior in public and in private?
  - Would the parents and teens of the host family give different responses?
3. In a *Cosmopolitan* article addressed to women, Myreah Moore writes that women should date like a guy. She gives five rules for dating just like a guy. These rules might be helpful for considering dating boundaries. What do you think of these guidelines?
  - Men Know Dating Is a Numbers Game. Its obvious to men that the more you date, the more fun you have and the better your chances are of finding someone you like. Most women are searching not just for Mr. Right but for Mr. Perfect. They would have a better chance of ending up with a stud instead of a dud if they were less picky and went out with a variety of men. Your goal should be to date at least 100 men before picking one for life. (Remember, she said date, not sleep with!)



- **Men Don't Worry About Potential.** Most men will date any woman who says yes, but many women will only date a man who has potential for the long haul. Women then get into trouble because once they have found a guy with potential they think they have to develop him. If only he'd ditch the preppy, layered look, stop hanging around with those loser buddies, or whatever it is about him that she wishes were different. Ask yourself, why would you want someone you have to fix? Have you ever heard a man say, "She's nice but I'm going to try to help her come out of her shell?" Men don't try to change the women they're dating because they're too busy conducting their own lives. If a guy wants to be with a woman, he'll be with her. If she's high maintenance, he'll dump her or accept her for who she is. Women shouldn't try to be relationship mechanics. It's like knowingly buying a bad car. Why waste your money trying to fix a lemon?
  - **Men Don't Overanalyze.** One of the biggest differences between the sexes is that women tend to analyze and second-guess everything, while most men are happy to take things at face value. Women torture themselves wondering, "He said I looked fine, not gorgeous. Did he really mean I look fat?" Men never look for a deeper meaning behind anything you say, and they don't want to discuss their past or future relationships or their relationships with their mothers while on a date.
  - **Men Don't Rush the Big "Relationship Talk."** Many women don't just want to be in a relationship, they want to talk about it – with anyone who will listen. But constant relationship checkups send men into nervous spasms. Until you have been dating for at least a year, you are not in love. You may be in lust. You may be infatuated. But love takes time.
  - **Men Give You Breathing Room.** Most women have a harder time setting boundaries than men do. Women think that being a couple means being joined at the hip. Women get insulted if their boyfriends don't want to watch "Felicity" with them. A man will tell you exactly what he will or won't do, and he won't get upset if you aren't interested in his hobbies.
4. Do you agree more with Harris or Townsend about the value of dating? Discuss.
  5. What imperfections in another human being are not benign, but destructive. These would be "red lights" that would tell you that the relationship is destructive. These include, but are not limited to: He avoids closeness, she acts like she has it all together instead of admitting weakness and imperfection, he thinks only about himself, she is overly angry. What others would you add to this list?
  6. Share an encouraging experience that you have had which was the result of someone showing you friendship.

## CONCLUSIONS:

1. According to Dr. Miriam Kaufman, who is on the staff of the teen clinic at the Hospital for Sick Children in Toronto, premature dating can be risky not only for pre-teens but for early teens. Two 14-year-olds who go steady may have trouble saying no to sex – they may even believe it's expected of them. A 13-year-old who parties with her older boyfriend's crowd may lack the self-confidence to refuse a drink

2. The following are some danger signals of an abusive dating relationship. Your date may be an abusive person if she:
  - Acts jealous when you talk with others, even friends.
  - Criticizes what you do, what you wear, and your friends.
  - Pressures you to drink.
  - Does not listen to what you want to do.
  - Always needs to know whom you will be with and where you are.
  - Becomes angry or violent easily.
  - Tries to force you into sexual activity.
  - Calls you names, such as “fat, ugly, lazy, or stupid.”
  - Degrades your sex with jokes or shows interest in others in order to upset you.
  - Threatens to physically hurt you or someone you care about.
  - Emotionally or physically harms you and feels remorse afterwards.
  - Controls your body in small ways:
    - Holds you too tight
    - Pulls you around by the hand
    - Ignores it when you pull away
3. Bob Bartlett’s (Growing Toward Intimacy) Four Signs of a Healthy Relationship
  - Dating is supposed to be fun. It should not be pressure. Relationships have no set patterns and timetables. In a healthy relationship, there is no point A, B, C, or K to get to. If one person in the relationship is not comfortable doing something, the other respects that.
  - Relationships should not be exclusive. Relationships that are healthy tend to include others and tend to be open to life. I have listened to teens mourn the loss of good friends whom they cut off while they were dating. A person who really loves me does not ask me to give up friends I really care about.
  - The couple is comfortable with silence. Couples who are intimate in healthy ways can sometimes study silently or sit close together for 15 minutes or more and feel very comfortable.
  - In a healthy relationship, both partners are equals. I challenge teens that consistently date people they can control. Are they fearful of the vulnerability that real intimacy requires?
4. A full life will help you to not choose a relationship out of loneliness or lack of fulfillment.
5. No human is perfect and you will never have the “ideal” relationship.
6. Robert Johnson, in his book Balancing Heaven and Earth, tells of a dream he had in which his soul was on trial. He writes, “A prosecutor presented all the sins of commission and omission that I was responsible for throughout my life, and the list was very long indeed. That went on for hours, and it fell on me like a landslide. I was feeling worse and worse to the point where the soles of my feet were hot. After hours of accusations from the prosecution, a group of angels appeared to conduct my defense. All they could say was, ‘But he loved.’ They began chanting this over and over in a chorus: ‘But he loved. But he loved. But he loved.’ This continued until dawn, and in the end, the angels won, and I was safe.” The Christian New Testament says, “Love covers a multitude of sins.” 1 Peter 4:8

## **BRINGING IT HOME:**

1. Organize a group event. Invite a group of friends – one of whom you might be especially interested in – to go bowling or over to your house when your parents are there, with plenty of popcorn and soft drinks.
2. Arrange a debate. Find someone who believes like Joshua Harris that young people should not date, someone who believes that dating is acceptable when handled wisely and someone to represent the MTV view and ask them to speak to your unit.
3. If you are dating, ask some hard questions about that person. With the help of friends, be honest about whether or not you really “like” the person as well as have “chemistry” with him or her. Romantic feelings can be very deceptive. They are not “true love.”
4. Become deeply involved in your friendships and value the good things you’re getting out of them. List them in a journal.
5. Don’t even attempt to get serious in a dating relationship until you are connected to a good support system and friends who know you. If you are dating from a vacuum, you are in great danger.

## DECEPTION

### THEME: LIES OF OMISSION

#### OPENERS:

1. The cruelest lies are often told in silence –Robert Louis Stevenson
2. It is an unwritten law, but as binding as the unwritten law in the English system of jurisprudence, that an officer's word ... can be depended on to be the absolute truth ... The military profession take great pride in its reputation in this regard -General Hap Arnold
3. Your integrity will provide the basis for the mutual trust, confidence, esprit that is so critical to the effective operation of a military organization. When they know your word is your bond, then confidence and trust will permeate the outfit. On the other hand, nothing destroys an outfit's effectiveness quicker than the lack of integrity on the part of its leadership. -General Ronald R. Fogelman, Former Air Force Chief of Staff
4. Half the truth is often a great lie. –Benjamin Franklin
5. Honor is like an island, rugged and without a beach: once we have left it, we can never return. –Boileau, Satires.
6. Truth is within ourselves: it takes no ride from outward things, whate'er you may believe" –Robert Browning
7. You have an obligation to tell the truth to a person who has the right to know the truth. –St. Thomas Aquinas
8. Kant would say "You must act as though your action were to be held up as a universal moral standard, therefore you must always tell the truth"

#### DISCUSSION PROBES:

1. Select six cadets to be patient advocates. Read them the paragraphs below:
  - The Regenerating Cardiac Muscle Program, is a residential program lasting several months. It is a regiment of physical therapy, drugs and treatments in your Regenerating Cardiac Muscle Chamber. Here muscles that have been damaged by trauma, heart attack or congenital defects are regenerated to healthy muscle through completion of the program. This will enable the patient to live a normal healthy life, all other things being equal. Because of several factors, a patient's body may reject the treatment. The rejections occur several months after treatment is complete. The heart muscle then returns to its pre-treatment state.
  - The RCMP has three openings for patients. There are six candidates. You are a doctor and have a patient that you feel is ideal medically for the program. If you are able to get a patient into the program the patient will live, you and your hospital (the people you work for) will

get a good deal of publicity (which will put you well ahead of other hospitals in the area and in turn lead to very successful practice). Your hospital has selected you to go before the Regenerating Cardiac Muscle Program Selection Board and advocate for your patient.

2. Hand each advocate his or her patient profile only. (Patient profiles are below, you may want to copy or cut them out ahead of time.) Tell the advocate that in five minutes they will need to stand up and present their case (advocate for their patient.)
3. While the advocates are reading their patient profile and preparing their arguments select three to seven cadets to be the “RCMP Selection Board”. Inform them that they will be responsible for selecting the three patients for the RCMP. They are to base their selections upon the advocate’s presentations. (They may ask questions but must realize the advocate may not have the answer) The other three patients will “die.”
4. Let each advocate present his or her case. Let the board select and announce their selection. The patients selected are immaterial. After the board has made their announcement ask each advocate to read their patient profile in full.
5. Once all the profiles have been read you are ready to move on to the questions below.
  - Would the selection board members changed their selections after hearing the full biographies? Why?
  - How do you feel about the way the advocates conducted themselves?
  - Why do you think they left out negative information?
  - Can you lie by saying nothing (a lie of omission)? Explain. (see conclusions 1)
  - Do you have an obligation to bring the truth to light even if it is not something you are directly involved in? Why?
  - Do you think staff/subordinates/cadets are tempted to act the same way when presenting ideas or projects they would like to do? Explain
  - Do commanders/superiors have a right to expect total truthfulness from staff/subordinates? Why?
  - Are people ever ridiculed for telling the truth?
    - Should they be ridiculed for telling the truth?
    - How should a leader/you respond to people who ridicule others that tell the truth?
  - How can leaders/you encourage people to tell the truth?
  - How should you act when superiors/peers/subordinates lie to you?
  - Under what circumstances have you not told the whole truth?

## **CONCLUSIONS:**

1. Lies of omission are equally immoral as lies of commission because they serve the same purpose. They also have the same effect on units, relationships and reputations.
2. Organizations and society cannot function when lying is the norm. Leaders at all levels and of all types must encourage honesty as the norm.
3. Once your integrity is impeached, everything you say and do, will be under suspicion.
4. Lies come in many forms: telling falsehoods, leaving out information, stretching the truth, or by clever word manipulation. But a lie is a lie.
5. If you are intending to deceive, you are intending to lie.
6. Integrity is a core value for a reason.

## **BRINGING IT HOME:**

1. Watch a video of politicians/celebrities press conferences, testimony, or speeches and look for stretching the truth, lies of omission, commission, waffling, or nitpicking over words to avoid telling the truth.
2. Invite a court official to come and speak about the legal issues and definitions surrounding lying.
3. Ask your parents why they are so upset when you lie to them.

**Patient profile A.**

Name: Dudley Dorigt

Age: 37

Occupation: Loan officer for Maxi Credit Union

Family status: Married, two children age 5 and 7

Chance of body rejecting the RCMP: 25%

Life expectancy without the RCMP: 8 months

Dudley is a Cub Scout Leader and Sunday School Teacher. He owns his own home and is well liked in the community. Dudley's heart attack occurred 5 months ago in the home of Miss. Glorius N. Wild, an "exotic dancer," while he was reviewing her application for a loan. Although bank procedure is for customers to come to the bank, Dudley often reviews applications in an applicant's home.

**Patient profile B.**

Name: Nell Fenwick

Age: 28

Occupation: Unemployed

Family status: Single, mother of four, ages 2,3,4,6

Chance of body rejecting the RCMP: 16%

Life expectancy without the RCMP: 7 months

Nell is an unemployed costume jewelry assembler. She has not worked for the past 8 years and receives public assistance. Her parents and siblings live several hundred miles away. Nell is pregnant.

**Patient profile C.**

Name: Homer Yutz

Age: 72

Occupation: retired rabbi

Family status: Widowed, three adult children, 8 grandchildren

Chance of body rejecting the RCMP: 6%

Life expectancy without the RCMP: 4 months

Homer enjoys playing with his grandchildren who moved in with him when his son was injured in the fire that destroyed the company he and his wife had built. The insurance company is refusing to pay the claim on the fire and it will be tied up in court for several years. His son is not expected to be able to return to work for two more years. Homer is the only source of income for the household. If Homer dies his estate will be divided between all the children and grandchildren. It will not be enough for his son and his family to live on until he can return to work. Homer is also an elder at his temple and conflict mediator at a local center for teens.

**Patient profile D.**

Name: Crusher

Age: 23

Occupation: Lead guitarist

Family status: Single

Chance of body rejecting the RCMP: 28 %

Life expectancy without the RCMP: 11 months

Crusher is the lead guitarist for the band “Mutilating Puppies.” The band had several hits last year, which he wrote and produced. Three months ago Crusher was arrested for possession of narcotics with intent to distribute. (He would throw them from the stage to the audience during the song “Step off the Planet for Minute.” The audience often contains minors.) In court papers Crusher claims that the tossing of the pills into the audience was a scheduled part of the act. The local auditorium’s stage manager always supplied the pills. They were to be placebos. Fanatic Magazine reports that Crusher has given \$17,000,000 to charity since his first hit “Show Your Mother How Big You’ve Grown” hit the charts last year.

**Patient profile E.**

Name: Tom Slick

Age: 6

Occupation: Child

Family status: Youngest of 3

Chance of body rejecting the RCMP: 42%

Life expectancy without the RCMP: 6 months

Born with a heart problem it has become worse lately. He is no longer able to attend school. He is bright, friendly and obviously intelligent. The stress of his condition is having a negative effect on the entire family including Tom. Tom has been accepted at the local School for the Emotionally Disturbed.

**Patient profile F.**

Name: Marigold Flowers

Age: 36

Occupation: Physicist

Family status: Single, no children

Chance of body rejecting the RCMP: 21%

Life expectancy without the RCMP: 9 months

Her work is on the verge of making cheap, safe, efficient fuel from garbage. If successful the process would allow a family of three to recycle it’s garbage into enough energy to run a medium size home and two cars. Marigold’s funding has been withdrawn twice over the past 5 years for incidents of verbally abusing subordinates and sexual harassment of co-workers. She was arrested for DWI nine, six and four months ago. She was arrested last month and charged with driving with a suspended license and DWI.



## GRIEF

### THEME: WHEN A FRIEND HURTS

#### OPENERS:

1. Grief is intense emotional suffering caused by loss, disaster, misfortune, failure, or hurt, the inner and personal experience of acute sorrow or deep sadness. -Webster's New World Dictionary
2. Comfort all who mourn. -Isaiah 61:2
3. Grief is a natural and necessary reaction to a significant change or loss in our lives. -Van Praagh, J., *New York Times*, 2000
4. More than three-quarters of a million children in the United States live with a widowed parent. One out of every 750 high school age students dies every year. One out of 20 will have a parent die before graduation. -*NEA Today*, Vol. 18
5. They that sow in tears shall reap in joy. He that goeth forth and weepeth, bearing precious seed, shall doubtless come again with rejoicing, bringing his sheaves with him. -Psalm 126:5-6
6. Grief can follow many kinds of losses: death of a loved one, divorce or separation, learning you have a serious illness, or the death of a pet. -Canning L. Bete Co., Inc. 1999
7. All those who try to go it alone, too proud to beholden for relief, are absolutely sure to come to grief. -Robert Frost
8. The human spirit is stronger than anything that can happen to it. -C. C. Scott
9. To weep is to make less the depth of grief. -Shakespeare
10. Some questions don't have answers, which is a terribly difficult lesson to learn. -Graham, K., Grief Handbook, 1998

#### DISCUSSION PROBES:

1. Death is the most permanent loss we face. Make a list of other forms of loss that can affect us emotionally? Discuss
2. Some people feel that it is wrong for teens to talk about subjects like death and divorce. Do you agree with this statement? Why or why not?
3. Do you think children and teens should attend funerals and other death rituals? Discuss

4. Some teens feel that after they experience the death of friend they do not want to get close to anyone again because they also might die? What would you share with a friend that expressed these ideas? Discuss.
5. How might reactions differ to a violent or unexpected death than to one you know is coming, such as the death of a grandparent? Discuss.
6. Did the constant reporting of the World Trade Center terrorism and the shootings at Columbine High School in the newspapers and television help teens deal with their insecurities and safety? Discuss.
7. Try to place yourself in a grieving person's situation. Make a poster listing things that might be helpful during the early stages of grief. Please include several types of emotional support as well as practical assistance.
8. One of the hardest things about losing some one is that everything on the outside returns to normal, while on the inside one may still feel torn apart. Discuss the importance of following through with your friends after the funeral.
9. Discuss how society deals with death?
10. Why is crying important in grief? How can crying be an act of strength and courage?
11. Sometimes it is difficult to know what to say initially to a grieving friend. Below is a partial list of inappropriate comments:
  - Don't cry. You'll make yourself sick.
  - See it as a challenge.
  - Cheer up. It's not the end of the world.
  - Time heals everything.
  - I know what you're feeling
  - It's God's will
  - She'll be better off dead.
  - You shouldn't feel that way.
  - Be positive. Be brave. Be strong...
  - You should have seen the way poor Joe died. This is nothing.

Can you think of others?

## **CONCLUSIONS:**

1. Loss is inevitable and as much a part of our lives as eating and breathing.
2. Grieving is a natural process. It is through our losses that we can transform ourselves and find new meaning to life.
3. Grief is normal, but if emotional or behavioral problems are extreme and last beyond six months, professional help is advised.

4. Each person's grief is different, and the grieving for each person who dies is unique. There is no correct way to grieve, no right time to be completely over it, no proper intensity of feelings or expression of those feelings.
5. Rather than protecting teens from grief, we should encourage them to experience it.
6. Supportive counseling, in an individual or group setting, can provide one with a place in which grief can be understood, accepted and shared.
7. Comforting is not fixing the problem. Comforting is making yourself available.
8. Grief is so intense that frequently teens need support beyond their family unit.
9. Time will not heal all wounds. It may provide enough distance to ignore our pain, but it will not heal. Only by acknowledging the pain and working through our loss can we integrate that experience into our lives in a significant way.
10. Grieving will not change the reality of our loss, but it can change a lot of things, mainly us. Dealing openly with sadness, guilt, anger, and pain can be both freeing and healing.
11. Working through grief may be a long, slow process. It may take months. Certainly it takes longer than our culture allows. What helps is patience and caring enough to bear the unbearable.
12. At times friends make inappropriate comments to relieve their own pain, anxiety, and loss. They may also feel awkward and simply not know what to say. Sometimes a hug and the words "I'm so sorry." say it all.

#### **BRINGING IT HOME:**

1. Build a support system, including family and friends, so no one will have to go through the grieving experience alone.
2. When a friend or loved one dies, try keeping a journal, as one way to express your feelings and thoughts.
3. Send a card on the anniversary of someone's death, or on what would have been a birthday or an anniversary.
4. Invite your grieving friend to do all the things you would normally have invited them to do.
5. Purchase a handbook if you have recently lost a loved or know someone that is grieving. Channing L. Bete Co., Inc (800 628-7733) and Prelude Press (1800-LIFE-101) have a workbook that will help you understand grief and give ideas for working through it.
6. To learn more about grief, contact the: National Mental Health Association, (1-800-969-6642), <http://www.nmha.org>; American Association of Pastoral Counselors, (1-703-385-6967), <http://www.aapc.org>; or National Hospice Organization, (1-800-658-8898), <http://www.nbo.org>.
7. You can also visit your local library to find materials about grief. And remember, funeral homes, local hospices, clergy members, your unit chaplain and friends may be good sources of information about support groups.

## INTERNET ADDICTION

### THEME: YOU'VE GOT MAIL?

#### OPENERS:

1. Seventy six million Americans are on line daily. Of this number 19.1% are under 17 and 11.3% are between 18-24. -Internet Demographics, 1998
2. It is estimated that there could be as many as 15 million computer addicts in the United States. -Seaman, D., *Time Select/Quarterly Business Report*, Vol. 152
3. A 1996 on-line survey reported that 17% of all connected people used the Internet more than 40 hours per week, 58% said that others had complained to them about their excessive Net usage, and 46% indicated getting less than four hours sleep per night due to late night log ins. -Egger, O., *Internet and Addiction*, 1996
4. In an on-line survey the respondents reported 72% felt addicted and 33% felt their Internet usage had a negative effect on their lives. -Thompson, S., *Internet Addiction McSurvey Results*, 1996
5. Surveys conducted on college campuses found that students reported suffering significant academic and relationship impairment due to excessive and uncontrolled Internet usage. -Morahn-Martin, J., *Journal of American Psychological Association*, 1997
6. A 1997 survey of users reported that they spent 35% of time on-line in chat rooms, 28% in Multi-User Dungeons (MUDs), 15% in news groups, 13% on e-mails, 7% on Web surfing, and 2% in information protocols. -Young, K., *Student Affairs Online*, 2001
7. According to Jupiter Communications, Inc., there will be more than 116 million Americans on-line by 2002. Some researchers say 5% to 10% of Internet users have the potential for an addiction problem. -Greene, R.W., *Computerword*, 1998.
8. On-line, a 50-year-old overweight man can become a 16-year-old flirtatious girl, and no one will know the difference.
9. Some symptoms of Internet addiction:
  - Using the online service every single day.
  - Loosing track of time after making a connection.
  - Spend less and less time with real people.
  - Eating in front of the monitor.
  - Denies spending too much time on the Net.
  - Others complain that you spending too much time in front of the monitor.
  - Checking your mailbox more than three times a day.
  - You think you have the greatest website in the world and dying to give your Web address to everyone you meet.
  - Logging onto the Net while already busy with homework.

- Sneaking on-line when family members are not at home with a sense of relief. - [www.addictions.com/internet.htm](http://www.addictions.com/internet.htm)

### **DISCUSSION PROBE:**

1. On the Internet you can conceal your real name, age, occupation, and appearance. Can this be a problem? Discuss.
2. Because cyberspace can satisfy so many teens' needs, there is the possibility of becoming addicted. Are all teens susceptible to this danger? Discuss.
3. The Internet may be one way in which teens can establish themselves as separate and unique individuals. Does this mean that parents should not be involved in supervision? Why or why not?
4. Some of the information found on the Internet is dangerous, such as how to make a sex drug or build a bomb. Other information can be good or bad depending on the situation. What if a teen wants information about abortion, being gay, or safe sex? Should teens have access to it? Why or why not?
5. Teens need to be aware that the same rules apply to meeting strangers on the Internet as apply to real world encounters. Discuss some of these dangers.
6. Do parents have the right to know with whom their children are chatting? Discuss.
7. Some teens spend too much time reading, talking on the phone, watching TV, ignoring family and friends. Is spending too much time on line the same? Why or why not?
8. ABC News once did a story on Kali Pappas. She would pull an all-nighter in her favorite Internet chat room, and then take a nap before going to her morning college classes. After school, Pappas would catch a few winks and wake up red eyed only to dial up again for another marathon session on the Net. She continued this way for four months. "I was tired all the time," says the now 22-year-old law school student at the University of California Berkeley. Seven hours on-line went so fast, but I couldn't keep away from it. It's really hard to explain." Would you consider this behavior a problem or an addiction? If you were in this situation how would you get out of the cycle? Where would you go to get help? Explain.
9. Make a poster listing at least ten funny things related to Internet addiction. You know you're addicted to the Internet when: (A couple examples would be: You see something funny and scream, "LOL, LOL!" You fall asleep, but instead of dreams you get IMs.)
10. Some Internet dependent students report spending 40 hours per week on-line, while nondependent users reported fewer than five. What would you consider to be the maximum amount of time on-line before becoming a problem? Discuss.
11. At the Ranney Hospital addiction unit in Illinois, abstinence from the Internet is preached. Is this the right approach for obsessive on-line usage? Discuss.

12. In a poll by ABC, 40% of students say they can think of a classmate who might be troubled enough to do something like the Littleton High School massacre. Did the Internet contribute directly or indirectly to the massacre? Discuss.

## **CONCLUSIONS:**

1. The newest street corners, arcades, and malls that previously served as teen hangouts can now be found within the walls of our homes if we have a modem-equipped computer.
2. Computers are part of modern life. Learning about them is no longer the bailiwick of geeks with horn rimmed glasses and pocket penholders. All adolescents will need to feel comfortable with computers in order to survive in the work force
3. Internet addiction is a real problem for some students and may increase in higher education where Internet connections are becoming mandatory.
4. Socialization is what makes the Internet so addicting. People like to hang out with other people and talk with each other. E-mail, discussion forums, chats, or games on-line provide opportunities to exchange information, support, and chitchat with others like themselves.
5. If the Internet is interfering with your life, you have an Internet addiction problem.
6. Internet users can spend as much as 30 hours per week or more surfing the Web, sometimes endangering personal relationships, studies and jobs in order to get a fix.
7. A recent study at Carnegie Mellon University found that even moderate use of the Internet was associated with a decline in communication with family members, as well as, a decline in the size of the social circle and an increase in the participants depression and loneliness.
8. The Internet may be beneficial to people in certain circumstances. It can be a good place for individuals with low self-esteem to meet, as they may find it difficult to initiate face-to-face conversation. It could also allow someone with a rare medical condition to find a fellow sufferer on-line.

## **BRINGING IT HOME:**

1. Invite a speaker to your CAP unit to discuss cyber-behavior to help you understand the implications of this new technology.
2. Encourage your friends to seek counseling when Internet problems arise.
3. If you have a problem with Internet usage, treat it like any life problem. Seek professional treatment from a well-trained mental health professional. This person will be able to help you learn to reduce your time spent on line. He will also address the problems or concerns in your life, which may have contributed to your on-line overuse.
4. Invite your parents to join you in some on-line activities. For example, cruise Web sites together, use a search engine to find people with the same last name, build a Web page for your family and even invite them to join you for a while in a chat room.
5. Establish rules with your parents by setting limits on how much time you can socialize and entertain yourself in cyberspace. These rules will enable you to know what you can or cannot do on the Internet.
6. Do not be afraid to click on “disconnect” and then get a decent night’s sleep.

## LEADERSHIP

### THEME: PUTTING YOUR BEST FOOT FORWARD

#### OPENERS:

1. Leadership is the “art of influencing and directing people in a way that will win their obedience, confidence, respect, and loyal cooperation in achieving a common objective.”  
Air Force Officer’s Guide
2. “I must hurry and catch up with them, for I am their leader.” -Louis, J.B., LIMRA’s Vision, Sep/Oct96
3. Leaders strive to properly train and equip their people.
4. A leader is “best when people barely know he exists.” -Witter Bynner
5. “Let us never forget the great importance of leadership; and while we use computers to obtain certain kinds of answers, let us not fight a whole war or even a single battle without giving proper consideration to the element of leadership.” -General Omar N. Bradley
6. New leadership models are definitely needed for the changing times. Leaders everywhere will need to develop greater tolerance and flexibility...setting aside our prejudices, honoring our differences, and respecting all peoples, regardless of gender race, or creed. Women and minorities will increasingly take leadership roles in every sector of society.... -Marjorie Blanchard
7. “A decent regard for the rights and feelings of others is essential to leadership.” -General George C. Marshall
8. “Any leader has got to take inventory of his organization...know the people—what they can contribute, not just recognize their names. Leaders have got to treat people with the kind of dignity that they would like to have themselves treated with.” -General Ronald R. Fogleman, Former USAF Chief of Staff
9. “Get wisdom, get understanding; forget it not; neither decline from the words of my mouth. Forsake her not, and she shall preserve you; love her, she shall keep you.” --Proverbs 4:5-6
10. A true leader will put people first. -General Michael E. Ryan, Former Air Force Chief of Staff

#### DISCUSSION PROBES:

1. Define leadership, moral leadership and ethical leadership. What is the difference?
2. Describe the characteristics of an effective leader.
3. Name three successful leaders—famous historical figures, current celebrities, politicians, teachers, or anyone else—and compare the qualities they have in common.

4. List the Core values and explain why they are important for CAP leadership. Give examples for each response.
5. Can a person be a leader and a follower? If so how, when, where? Give some examples.
6. How does a good leader encourage a high standard of conduct in others?
7. What should motivate a good leader to do her best to help the group accomplish its mission? Why?
8. How does a leader develop teamwork to complete a mission?
9. List leadership roles of a CAP officer. Explain why these roles are important?
10. Does the private behavior of leaders affect their ability to exert moral leadership? Why or why not?
11. Is it appropriate for leaders to separate their public and private lives? Why? Does it apply to politicians, commanders or squad leaders? Why?
12. Review the following case. What would you do as the ground team leader? What are the moral implications of your decision.

You are a Ground Team leader. Your squadron has been called out for two missions in the last month. On the first mission, the target was found about the time you arrived to mission base. While on the second mission, you rode around for three hours and heard nothing. You returned home without getting out of the van. C/SSgt Donna Wisk attended both missions. She asks you to sign off on her I01 card. By doing so, you are saying that she has had the experience equivalent to two average missions and is qualified as a Ground Team member. Do you sign her card? Why or why not?

## **CONCLUSIONS:**

1. Leadership is empowering people to successfully achieve a common goal. In order to do that, you've got to tap their full potential. -H. Ross Perot
2. Dr. William A. Cohen, Former Secretary of the Air Force, believes that people will follow you when:
  - a. You make them feel important—not when you make yourself feel important;
  - b. You communicate the mission clearly and convincingly;
  - c. You treat others as you would like to be treated;
  - d. You take responsibility for your actions and those of the group.
3. “Whatever you do, do it with enthusiasm and you are certain to succeed. Without enthusiasm you will surely fail.” -Henry Ford



4. Ch. (Major Gen.) Lorraine Potter, Air Force Chief of Chaplain Services said, “Anyone who has a vision and the courage to make those visions become reality will help their organization. If you don’t have a vision, you will never be able to fulfill the core values of service and excellence in new, unique and special ways.”
5. “Wars may be fought with weapons, but they are won by men. It is the spirit of men who follow and of the man who leads that gains the victory.” –General George S. Patton
6. God chose Saul to be the first king of Israel. He was chosen to help lead the people to obey and serve God.

### **BRINGING IT HOME:**

1. Are you a leader in your CAP squadron or are you a follower?
2. Study the leadership traits of some famous leaders throughout history and select the one who impresses you most.
3. Think about leaders in your family, school, community, country, religious literature, or comic book characters and choose a favorable leadership characteristic in them. Develop that trait in yourself.
4. Identify great leaders you meet in every day life. Express your gratitude to them.
5. Study the lives of great leaders, past and present.
6. Read 1 Samuel 8:1-22, and I Samuel 10:17-24 in the Bible.

## PEER PRESSURE

### THEME: FIRST PERSON SINGULAR

#### OPENERS:

1. “The first point I want to make here is that peer pressure is not a bad thing. We are all influenced by peers, both positively and negatively.” -Parentingteens.about.com
2. It is how we react to peer pressure that defines who we are as an individual. Are we a leader or follower? -SSgt Rob Vorachek, *Torch Magazine*, Vol. 16
3. I know who I am because I found my inner self. -A teen
4. Peer pressure can be good or bad. -SSgt Rob Vorachek, *Torch Magazine*, Vol. 16
5. Everybody at one time or another can look back at a situation and realize that they pushed a friend or coworker further than the individual wanted to go. -SSgt Rob Vorachek, *Torch Magazine*, Vol. 16
6. The truth of the matter is that you always know the right thing to do. The hard part is doing it. - General H. Norman Schwarzkopf
7. People young and old have decisions to make every day. These decisions can effect not only yourself but those around you. The decisions you make say a lot about the kind of person you are. ...But, be your own person and do what you know to be right. -SSgt Rob Vorachek, *Torch Magazine*, Vol. 16

#### DISCUSSION PROBES:

1. Experts say that there are five tools that help teens resist peer pressure. They are: strong relationships with caring adults, finding ways to say “no” when you don’t want to do something, having a positive self-image, learning to identify peer pressure and developing coping strategies. One strategy for resisting peer pressure is learning social skills so that you will not feel awkward in social situations. Can you suggest ways to practice social skills?
  - Set a goal of meeting two new people at an event where you already know people (party, CAP event) or at a place you already feel comfortable (school, CAP, church).
  - Learn some ice breakers like “I hear you are an expert on...” or “I hear you just did something/went somewhere.” People love to talk about themselves.
  - Take a friend with you to try something new or to meet someone new.
  - Learn table manners, when and how to shake hands, what to say at formal occasions and ways to show respect, etc.
2. When someone applies peer pressure, you have to ask yourself, “Why are they trying to get me to do this? Is it what’s best for me or what is best for them?” Would this be an effective test? Why?
3. Why do people apply peer pressure to others?

- When people try to talk you into joining into a negative activity, it is because they know they have made a wrong choice and they feel badly about it. If they can get you to do it, then “everyone” is doing it. If everyone is doing it, then it is ok. If it is ok, then they don’t have to feel bad about themselves. What do you think about this argument?
  - Describe a situation in your life when this might have applied.
  - Teens say, “When you’re doing bad things with them you’re cool, but when you get caught they ditz you.” and “When you get in trouble the people who applied the peer pressure are gone.” Do you find this to be true? Why do you think this happens?
4. Does CAP use peer pressure? How? Is it positive or negative?
  5. Can peer pressure be a positive thing? How can you tell the difference between positive peer pressure and negative peer pressure?
  6. People who would not let someone tell them what to wear or what to have for lunch, sometimes give into peer pressure and get into serious trouble. How does this happen?
  7. A guys says “If you love me, you would have sex with me.” She responds, “If you love me, you would not pressure me to do something I don’t want to do.”
    - a. This technique is called ‘reversing the pressure.’ Do you think it would be effective? Discuss.
    - b. Demonstrate other situations when the technique could be used.

## CONCLUSIONS:

1. We are all subjected to peer pressure sometimes. If you can recognize it and have ways to deal with it, then it is your decision about what kind of person you want to be.
2. Peer pressure helps us succeed in social situations, school, sports, and CAP. It is not always bad. What is important is being able to distinguish between peer pressure that helps us succeed, and peer pressure that gets us into trouble.
3. When we give in to peer pressure without recognizing it, we are giving the right to make decisions about our life to someone who may not care about how it affects us.
4. Children, teens and adults are affected by peer pressure.
5. Peer pressure can be used to help or hurt individuals. Be aware of what you are doing when you use it. Resolve yourself to use peer pressure positively.
6. Pass out the grid (Attachment E) found at the end of the publication. As a group agree on four or five more people to add to the grid. Then each cadet adds one or two names from their life. Have the cadets place marks in the appropriate boxes. (See Bringing It Home 4)
7. This exercise is modeled after the game and TV show called “Concentration.” Gather at least four quotes, rebuses, pictures of aircraft, famous military leaders, or CAP personnel the cadets should recognize. The image should fill a space that is 8½ X 11. These will serve as the puzzle to be

solved. You will need one puzzle per round. Four rounds of clues are provided. Place thirty of the smallest 'post-it-notes' sticky side down over the chosen image. Number the front (non-sticky side) in random order.

- Cut out the quotes (Attachment F) found at the end of the publication. Spread them out face down near the puzzle. Ask the first cadet to pick out one of the quotes and read it out loud. He should pick a second one and read it out loud. If they do not match, replace the quotes and the turn passes to the next cadet. If they do match, place the quote aside for the next game. Remove one or two 'post-it-notes' from the puzzle. Remove the 'post-it-notes' in numerical order.
- Ask the cadet if they can solve the puzzle (correctly recite the quote/rebus or identify the person/object in the puzzle). If they pass, they continue picking quotes. If they guess correctly, they win. If they guess wrong, the turn passes to the next cadet.
- The game continues until there is a winner or the entire puzzle is revealed and none of the cadets can identify the puzzle.
  - After one or more rounds, ask the cadet how many signs of peer pressure they can name. Have they experienced any of these? Which ones? Tell about it. Were they able to resist the pressure? How?
  - After one or more rounds, ask the cadets how many ways they can say "no" with style. Can they think of any others? (You may want to make a list where everyone can read it.)
  - After one or more rounds, ask the cadets how adults can help teens resist peer pressure. Can they think of others? (You may want to make a list where everyone can read it.)

### **BRINGING IT HOME:**

1. Apologize to someone to whom you used negative peer pressure.
2. Analyze your relationships and confront someone who often uses peer pressure to get you to do negative things.
3. Look for people using peer pressure in a negative way. Help the target stand up to the people.
4. Challenge the cadets to go home and respond to the people on the grid with thanks or to get that person out of their life.

## RELATING TO PARENTS

### THEME: HOW DO I GET THEM OFF MY BACK

#### OPENERS:

1. "I have a problem with my mom. She never stops nagging me, has to know everything I'm doing and always has the last word. How do I get her off my back?" - A teen
2. This problem is nothing new! An example from Greek literature: Father to son: Son, where have you been? Son to dad: I have been nowhere, doing nothing, with nobody. -Excerpt from a sermon by David Holwick of Northland Church, Northland, IL.
3. "I'm really worried. Dad slaves away at his job so that I have everything I need, so I'll be able to go to college some day. Mom works hard washing and ironing, cleaning up after me, taking care of me when I am sick, driving me everywhere I want to go. They spend every day of their lives working for me. But I'm worried." His friend asked, "What have you got to worry about?" The first guy replied, "I'm afraid they're going to try to escape some day." -Overheard one teen speaking to another
4. According to a 1998 Gallup poll, "Fifty-one percent of teens told the New York Times pollsters that they got along with their parents 'very well.'" -*Christian Science Monitor*, Vol. 90
5. In 1995 the percent of teens that said their parents treat them very well increased to 52%. Only 4% said they don't get along with their parents. -*Redbook*, Vol. 185
6. Eighty-nine percent of teens said that when they go out they have to tell their parents where they are going. -*Christian Science Monitor*, Vol. 90
7. Teens who eat dinner with their parents at least five times a week are significantly better adjusted than classmates who eat dinner alone. -Dr. Blake Bowden of Cincinnati Children's Hospital Medical Center
8. Parents are in the protection business. -*Campus Life*, Vol. 54
9. The thing students need most from their parents is time. "It's the one thing they need most, and it's the one thing adults are most hard pressed to give." -J. Walker Smith, Yankovich Partners, polled 140 top scholarship winners
10. "When they become teenagers put them in a barrel and fed them through the knot hole. When they turn sixteen stop up the knot hole!" -Mark Twain

#### DISCUSSION PROBES:

1. Generally speaking people with the "nagging disease" are into control. For some reason, they often have a need to supervise. If one or both parents nag you it could be that they are into control or it could be they are worried about you. Discuss.

2. To be sure, America's teens live in a world that is more dangerous than that of their parents. According to a recent survey published by the *Christian Science Monitor*, nearly four out of ten American teens know someone who uses drugs daily. One out of five said they come across violent street gangs every day. And while 65% said they get an encouraging word from an adult almost daily, nearly a third of teens said there is no adult at home when they return from school. *Time* magazine reports that nearly one-third of teens have sex by age 15, and the second leading cause of death among 15 to 19 year olds is being murdered with a gun. A recent *Newsweek* poll states that 70% of teens say they face more problems today than their parents did as teens. Is this your world or not? What problems do you have to address that your parents didn't?
3. Teens and parents are going to argue about curfews, driving privileges, and messy rooms. But these domestic skirmishes don't necessarily mean big relationship problems. What, if anything, do you argue with your parents about? Do these arguments signify relationship problems? Discuss.
4. Zack Elias and Travis Goldman, as sixteen year-old high school students in New York came up with an idea to improve parent's behavior. They wrote a book listing don'ts for parents. Do you think these are good rules to share with your parents?
  - Private and personal rules
    - Don't pretend to need a pen and paper and go looking through our backpack.
    - Don't pretend to like our music. And if you really do like it, don't tell anyone.
    - Don't ever say that all our music sounds the same.
    - Don't pretend to like MTV, Beavis and Butt-Head, South Park, etc.
    - Don't reminisce about your hippie days.
    - Don't make us read all the articles about problem teens.
    - Don't fix our clothes in public.
    - Don't ever lick your finger to wipe schmutz off our face.
  - When we're with friends
    - Don't give us money if anyone else is around. And don't always ask if we have enough; we'll always let you know if we need more.
    - Don't make jokes unless you are absolutely sure they are funny.
    - Don't show our friends our baby pictures or home videos or tell them about cute things we did when we were little.
    - Don't ask our friends for their opinion on current events.
    - Don't kiss our friends.
    - Don't ask us to change the cat's litter in front of a friend.
  - Recreational Activities
    - Don't try to do any tricks.
    - Don't put an electric meter on your bike that tells you your heart rate, your caloric burn, your breathing rate, your speed, your altitude, your distance, the lunar calendar, or the temperature on Saturn. You'll look like a doofus since you are only riding a half-mile to pick up milk and are not in a triathlon.
    - Don't try to show off. (For example when playing football, don't yell, "Go for it!")
    - Don't try to learn our sports (skateboarding, in-line skating, snowboarding, etc.).
    - Don't stop for us if we fall while we're skiing; just keep going, and as you pass, say, "Meet you at the bottom."
    - Don't ever ask another kid to teach us something.

- School Rules
  - Don't walk in during the middle of class and wave at your child. He or she will know you've arrived even without the wave.
  - Don't correct the teacher if she makes a mistake.
  - Don't let your cell phone or beeper go off while you're in our class. And worse, don't answer it.
  - Don't be friendly with parents unless the kids are friends.
  - Don't kiss, hug, or show affection to your child anywhere on school grounds.
  - Don't run into the classroom to bring something we forgot at home, no matter how important it is.
- Homework
  - Don't ever help us unless we ask you to.
  - Don't keep explaining if we're crying.
  - Don't tell us how many A's you got.
  - Don't tell us a test is going to be easy, because if we fail, we'll feel like total losers.
  - Don't go through our essays with your glasses on and a red pen in your hand.
  - Don't criticize our writing before you finish reading the paragraph.
  - Don't get mad at us while you are editing or retyping our paper and we are busy playing with our pet or chatting on the phone.

Formulate your own rules for your parents. Should these rules be stated negatively as the example or could you state them positively!

## CONCLUSIONS:

1. Parents have not gotten more controlling. The problems have gotten worse. -George Gallup.
2. Remember that your parents belonged to the generation that thinks it invented cool! So did their parents.
3. Your parents feel great responsibility for your welfare. They are sometimes afraid of the consequences of your choices. They may also be dealing with tough issues of their own. So talk with them more. Pray for them. Share your feelings. Don't let their nagging become World War III. And try to remember that nagging just goes with being somebody's kid.
4. Parents are so interested in your life that it's difficult for them to just be a sounding board when you want to talk. Everyone wants to go around dispensing advice. When you talk with your parents articulate the problem you are having with them and present a solution.
5. It's OK for you and your parents to have different opinions. It doesn't mean that you have to be mad at each other or that you reject their standards. Both you and your parents must learn to respect each other.
6. The key is to allow your parents into your life.

## **BRINGING IT HOME:**

1. Ask your parents a few questions about their growing up years; you may get some clues about the reasons for their nagging.
2. According to Campus life here are a few things that you can do:
  - Share your feelings with your parents. Tell them how their nagging makes you feel about yourself, about them. Be specific. But be kind and respectful. You don't want them to become defensive.
  - Choose your battles wisely. Every issue isn't worth a fight. Try to find compromises. For example, if they nag you about watching TV, ask them how much TV and what they are comfortable having you watch.
  - Discuss expectations. If you give your parents an opportunity to talk about their expectations for you, you may be able to deal with issues before they reach the emotional pitch of nagging. In a nagging situation, you usually respond emotionally. Talking about expectations ahead of time will give opportunity for rational discussion.
  - Listen carefully to your parents' concerns. Most likely you will find that in each of their concerns for you, there is something, however small it may be, that you need to hear.
3. Say thank you to your parents for being concerned about your life. Thank them for giving you food, a safe home, and encouragement.
4. Send your parents an e-mail. Something like "hey mom how r u, school was good, gtg." This could create a rapport that becomes important during more delicate face-to-face conversations.
5. Eat dinner regularly with your parents. It shows that they are important to you and research shows that it is helpful for you as well.
6. Have at least one friend who can tell you when you are being a jerk with your parents. This is the friend with whom you can bounce off problems about your relationship with your parents.



## TEENAGE SUICIDE PREVENTION

### THEME: THE SILENT CRY

#### OPENERS:

1. Suicide is the deliberate intention to end one's life. -Channing L. Bete Co., Inc., 1986
2. Suicide is the leading cause of death among persons aged 15 to 24 years...The rate of suicide among young males is five times that among young females. Firearms are the most common method of suicide. Among young females, attempted suicide is reported more frequently than is completed suicide. -misawa.af.mil
3. Some causes of teenage suicide are: family problems, depression (a feeling of sadness, hopelessness), significant loss, social isolation, poor self-esteem, peer pressure to succeed, problems with growing up. -Channing L. Bete Co., Inc., 1986
4. "Suicide prevention: Everyone's responsibility." -Wagner, Joseph, Lt Col, Combat Edge, 1998
5. Suicide rates among those aged 10-14 years are increasing at the highest rate among adolescents. This indicates that intervention must begin before age 10. -Kathryne M.; Petersen, G. J., *Educational Review*, 2000
6. "In 1997, suicide was the third leading cause of death among children and adolescents, ages 10-19 years old in the United States." -Borowsky, I. W.; Ireland, M.; Resnick, M. D., *Pediatrics*, 2001.
7. The United States along with other countries in the United Nations are developing effective strategies to focus directly on suicide prevention. -Kathryne M.; Petersen, G. J., *Educational Review*, 2000
8. Suicide does not discriminate and affects males, females, and all racial/ethnic groups.
9. There are some secrets you keep and some you don't. If someone is going to get hurt, that is not a secret you keep. -Col Bryan W. Cooper, CAP Wing Commander
10. Every 17 minutes another life is lost to suicide. Every day 86 Americans take their own life and over 1500 people attempt suicide. Suicide is now the eighth leading cause of death in America. - National Strategy for Suicide Prevention
11. Programs to combat suicide have been developed less often than violence prevention programs and are often begun after a suicide has occurred. -Klafat, *Educational Review*, 1998

#### DISCUSSION PROBES:

1. What is Suicide? What are some of its causes?
2. Why is suicide popular among children and teenagers in the United States?

3. List ways you can help prevent someone from committing suicide?
4. If you were asked to keep a secret that involves a plan to commit suicide, what would you do? Why?
5. Why do you think children or teenagers feel that suicide is the only way out?
6. Do you think that the media has an influence on teenagers who are thinking about committing suicide? If so, how?
7. Why is suicide prevention important in CAP, home, school or other places?
8. Why should all threats be taken seriously?
9. Who would you consider to be an expert in suicide prevention?
10. Make a poster for the squadron that lists the signs of thinking about suicide. The National Mental Health Association says the warning signs include:
  - Verbal threats such as “You’d be better off without me” or “Maybe I won’t be around anymore.”
  - Expressions of hopelessness and/or helplessness
  - Previous suicide attempts
  - Daring and risk-taking behavior
  - Personality changes (i.e. withdrawal, aggression, moodiness)
  - Depression
  - Giving away prized possessions
  - Lack of interest in the future
11. Make a poster that tells you what to do if a friend or relative is suicidal. The National Mental Health Association suggests the following:
  - -Trust your instincts and believe that the person may attempt suicide
  - -Talk with the person about your concerns. The more detailed their plan, the greater the immediate risk
  - -Remember that the most important thing is to listen
  - -Get professional help – even if the person resists
  - -Do not leave the person alone
  - -Do not swear to secrecy
  - -Do not act shocked or judge the person
  - -Do not counsel the person
  - -Can you think of others?

## **CONCLUSIONS:**

1. Suicide is the third leading cause of death in children and teenagers, but it is preventable.
2. Act quickly to do all you can to prevent someone who is thinking about committing suicide.

3. Remember, a person usually tells someone of their plan to commit suicide before they actually do it.
4. The more detailed the person's suicide plans are, the sooner you need to seek help and offer to accompany them to the emergency room.
5. Remember you cannot control what the person decides to do.

**BRINGING IT HOME:**

1. Become aware of the signs and ways to prevent suicide.
2. Show concern for someone who is feeling sad or unhappy.
3. Listen: ask questions.
4. Suggest to your CAP unit to invite a behavioral health professional to talk about suicide prevention.
5. Familiarize yourself with helpful resources found on the Internet, at school, or your local library.

## TOLERATING UNETHICAL BEHAVIOR

**THEME: DO YOU SEE WHAT I SEE**

**OPENERS:**

1. Tolerance is the allowable deviation from the standard, the act of allowing something -Webster's Dictionary
2. I will not lie, cheat or steal or tolerate any among us who do. -USAF Academy Honor Code
3. Honest men and knaves may possibly wear the same cloth -Thomas Fuller
4. "And when in grief you see your brother stray,  
Or in a night of error lose his way,  
Direct his wandering and restore the day ...  
Leave to avenging Heaven his stubborn will.  
For, O, remember, he's your brother still." -Swift
5. Am I my brother's keeper? -Genesis 5:9
6. Silence is the wit of fools. -LaBruyere, Les Caracteres
7. Silence gives consent -Canon Law
8. An event has happened, upon which it is difficult to speak, and impossible to be silent. -Edmund Burke, Impeachment of Warren Hastings

**DISCUSSION PROBES:**

Select two cadets to role-play one of the scenes below. One cadet asks the other for advice concerning the selected dilemma. They must come to some plan of action.

Problem A: You work after school as a busboy at a local restaurant. Last night at work you saw your squadron commander having dinner with a woman who was not his wife. They were cuddling and kissing. You did not speak to him. Now you are not sure if you should say anything or to whom you should say it. You go to your friend from the squadron to ask advice. (Feel free to play it up big time)

Problem B: You work after school as a busboy at a local restaurant. Last night at work you saw a senior member from your squadron having dinner with a man who was not her husband. They were cuddling and kissing. You did not speak to her. Now you are not sure if you should say anything or to whom you should say it. You go to your friend from the squadron to ask advice. (Feel free to play it up big time)

Problem C: You work after school as a busboy at a local restaurant. Last night at work you saw two senior members from your squadron having dinner. They are both married but not to each other. They were cuddling and kissing. You did not speak to them. Now you are not sure if you should

say anything or to whom you should say it. You go to your friend from the squadron to ask advice. (Feel free to play it up big time)

Problem D: You work after school as a busboy at a local restaurant. Last night at work you saw a senior member's wife having dinner with a man who was not her husband. They were cuddling and kissing. You did not speak to her. Now you are not sure if you should say anything or to whom you should say it. You go to your friend from the squadron to ask advice. (Feel free to play it up big time)

Allow the cadets in the role-play to come to some plan of action. Then move on to the questions below:

1. What should the busboy do?
2. Should we say anything as long as the affair does not affect the squadron?
  - Can it possibly not affect the squadron?
  - How would "getting caught" affect the member(s) and in turn the squadron?
  - Even if they never get caught how would it effect your view of the people involved?
  - Would getting caught affect their creditability and trustworthiness in the squadron?
  - Even if they never get caught, would you be able to trust them?
  - Would it make a difference if the affair were "widely known" but nobody else had taken any action?
  - Where does our responsibility to other members end?
  - Where does our responsibility for other members end?
3. Do we have an obligation to say/do anything if the affair is conducted outside CAP activities?
  - Where does our responsibility to other members end?
  - Where does our responsibility for other members end?
4. When superiors/peers/subordinates are making poor moral choices, do we have an obligation to take action? If so what action should we take?
  - What if the action is outside our area of responsibility?
  - What if their action has no direct effect on us?
5. If you have friends/associates who violate your moral principals, should you take any action? If so, what?
  - Why is this class called Moral Leadership?
  - If we are (moral) leaders, does it put more of an obligation on us to take a stand on moral issues?
  - What action should we take? Are there additional actions we should take if our initial actions do not bring about the change we hoped for in our friend/associate?
6. Are there some actions that we tolerate in our friends/associates that we know are morally wrong?
  - Racial/religious bigotry?
  - Theft
  - Abuse of power
  - Lying
  - Cheating
  - Dangerous activities without negative outcomes
  - Can you think of any others?

- Should we tolerate any of the above behaviors?
- State a rule of thumb that we could follow to know whether or not a particular behavior is tolerable.

## **CONCLUSIONS:**

1. Moral relativism is becoming more prevalent. Societies function best where there is an established standard of right and wrong.
2. We are called upon as leaders to set standards of right and wrong. As society drifts toward moral relativism it becomes harder to impose standards or to find people who are willing to accept standards set by others. This impairs an organization's ability to operate.
3. People tend to avoid making moral judgments or taking action on moral issues unless it affects them directly. But the general moral climate affects us indirectly every day.
4. It takes a lot of courage for a teen to confront an adult or someone of authority when they are doing something immoral. However you will gain a reputation for integrity and courage. Acting on what you believe is right will always sooth your conscience, even if you not change the behavior of others.
5. People know when they are doing wrong, and just won't admit it to themselves. When someone confirms that what they are doing is wrong, it is enough to cause them to stop.

## **BRINGING IT HOME:**

1. Compare the Air Force Core Values, CAP Core Values and traditional religious values to the values portrayed in movies, television and popular books and magazines.
2. Identify an action that you find morally questionable. Act consistent with your conclusions from this lesson. You may want to review your plan with an adult you respect, before taking action.
3. Find and support a community action group that is fighting a moral injustice. Encourage family members and others to do the same.
4. Identify a moral injustice. Write a letter to your local paper, school paper or an appropriate politician telling them about the situation and what action you have taken to help correct it.
5. Discuss this issue with a youth group at your place of worship.

## TEEN PREGNANCY

### THEME: WHY IS “GOING ALL THE WAY” NOT REALLY GOING ALL THE WAY?

#### OPENERS:

1. The United States has one of the highest teen pregnancy rates of any industrial country. -A Report of the National Commission of America's Adolescents, 1998
2. Teen pregnancy rates are much higher in the United States than in many other developed countries – twice as high as in England and Wales or Canada, and nine times as high as in the Netherlands or Japan. -Alan Guttmacher Institute, 1994
3. Studies find that more than 90% of adolescents report some type of sexual activity and over half of American high school students have had sexual intercourse. -Centers for Disease Control and Prevention, 1996
4. Approximately 1 million American teens, or 10% of 15-19 year-olds, become pregnant annually. - Alan Guttmacher Institute, 1999
5. Four in 10 teens become pregnant at least once before they reach the age of 20. Eight in 10 of these pregnancies are unintended and 79% are to unmarried teens. -National Vital Statistics Reports, Vol. 48
6. A sexually active teen that does not use contraceptives has a 90% chance of becoming pregnant within one year. -Alan Guttmacher Institute, 1991
7. Breaking the cycle of teen parenthood may be the key to reducing the number of children in poverty. Babies born to teenagers are more likely to face additional risks: poverty, health troubles, poor school performance, becoming teenage parents themselves. -Duff, A. B., *Investor's Business Daily*, 1999
8. Nearly 80% of teen mothers go on welfare. Over 75% of all unmarried teen mothers began receiving welfare within five years of giving birth. -Annie E. Casey Foundation, 1998
9. About 20% of the fathers marry the teen mothers of their first child. On average, the remaining 80% pay less than \$16 a week child support. -Brien, M.J., Willis, R.J., The Urban Institute Press, 1997
10. Place your intelligence, your talents, your enthusiasm, and your fortitude at the service of life. - Pope John Paul II

#### DISCUSSION PROBES:

1. What defines healthy adolescent sexuality? Discuss.
2. What would you do if your girlfriend became pregnant? Would you consider abortion, adoption or becoming a parent? Why?

3. Recently, two New Jersey teens went to a Delaware motel room, secretly gave birth to their baby boy and later allegedly threw him into a dumpster – dead. Why do you think Amy Grossberg and Brian Peterson kept the pregnancy a secret rather than seek help from someone – a teacher, a parent, older friend, clergy, guidance counselor or any of the community organizations that help teens in trouble? Discuss this overwhelming situation and the outcome of being charged for killing their son.
4. Guys, beware! If you get a girl pregnant, you have no legal say in what she decides to do? Discuss.
5. It is often said that guys will give love to get sex and girls will give sex to get love. Discuss.
6. When people debate abortion, they often zero in on abstract ideas like morality and politics. They rarely talk about the very real feelings of women who have abortions. Discuss what may happen emotionally to someone who terminates a pregnancy.
7. Is premarital sex and living together the norm on TV and in the movies? Is it true in reality? Why or why not?
8. What happens when teens hear mixed messages like: “Don’t have sex, but if you become pregnant, our system will take care of you” or “Don’t have sex but if you do, use a condom.” Discuss.
9. Do you think it is important to figure out how you feel about sex before having sex? Ask yourself, “Am I ready to have sex? Will having sex make someone love me more?” Are you willing to have sex to please yourself or someone else? Discuss.
10. What can teens do to help each other feel less pressure to have sex? Discuss.
11. Everyone knows that it takes two to create a pregnancy, but why do girls bear more of the consequences?
12. Divide students into groups with a magic marker and a large piece of paper. Have each group brainstorm the following questions: Why do teens decide to have sex? Why do teens decide not to have sex? What are good reasons to say “yes” to sex? What are bad reasons to say “yes” to sex? What are good reasons to say “no” to sex and finally are there reasons to say “no” to sex.
13. Take and discuss the results of the Sex IQ Test from [www.sxect.org](http://www.sxect.org) shown below: (True or False)
  - a. Today, most teens are still virgins at 15.
  - b. Most teens that have sex do it with someone they love.
  - c. Most teens use a contraceptive the first time they have sex.
  - d. Among teens that use condoms, most use them every time they have sex.
  - e. Most teen pregnancies happen because contraception fails.
  - f. Most teens that get pregnant have been having sex for a long time.
  - g. About one in four girls become pregnant at least once before age 20.
  - h. In most states, teens need their parents’ permission to get contraception.
  - i. Sex is the best way to prove you love someone.
  - j. Most teens talk about sex before doing it.



## **Answers**

- a. True – See! Not everybody is doing it.
- b. True. So despite what you see on TV, we aren't all sex-hungry maniacs.
- c. True. Most teens use condoms the first time. Way to go... But.
- d. False. They drop the ball later. Less than half of teens that use condoms say they use them every time. (Remember guys, it only take one sperm to connect with one egg and whammo!)
- e. False. Sorry, but 7 out of 10 teens aren't using contraception when they get pregnant.
- f. False. Almost half of pregnant teens got that way within six months of losing their virginity. Some get pregnant the first time.
- g. True. The rate of teen pregnancies has actually decreased for the first time in years.
- h. False. Most states have low-cost family planning clinics that welcome teens and can keep a secret.
- i. False. Sex is physical. Love is a whole lot more complicated.
- j. False. If only. A little communication goes a long way toward preventing pregnancy, disease and broken hearts.

## **CONCLUSIONS:**

1. Teen pregnancy rates in the United States remain much too high. Four in 10 teenage girls get pregnant at least once before they reach age 20, resulting in more than 1 million teen pregnancies a year.
2. Teen pregnancy costs society billions of dollars a year. Most of these mothers are unmarried, and many will end up poor and on welfare.
3. Forty-five percent of first births in the United States are to women who are unmarried, teenagers, or lacking a high school degree, which means many children are born into families that are not prepared to help them succeed.
4. We need to have sex education that will teach teens the role of sex in human life. It should reflect their vulnerability to the emotional and physical side effects of early sex. Marriage should be presented as the optimum sexual relationship – worth waiting for.
5. There are a lot of good reasons to say, “No, not yet.” Protecting your feelings is one of them.
6. You can always say “no” – even if you’ve said, “yes” before.
7. Sex won't make him yours, and a baby won't make him stay.
8. Abstinence is true sexual freedom. You don't have to worry about getting pregnant, getting a STD (sexually transmitted disease), or dying of AIDS (acquired immunodeficiency syndrome).

## **BRINGING IT HOME:**

1. Invite a teen mother and father to a unit meeting to share some of the challenges of being a teenage parent.
2. Write down your sexual standards –what you will do and will not do—rules that you are not going to break for anyone.

3. Communicate your sexual standards to those you date.
4. Establish a peer group in which it is OK not to be sexually active.
5. Contact web sites like: [www.teenpregnancy.org](http://www.teenpregnancy.org) for additional information.

## ATTACHMENT A – A GUIDE FOR CADET DISCUSSION LEADERS



### DO'S

- Be sure group members know one another
- Involve everyone
- Be open-minded to views of others
- Be a good listener
- Be friendly
- Stay focused on the subject
- Consider each cadet's viewpoint
- Encourage everyone to participate
- Listen respectfully when others are talking
- Think ahead of the group so you can steer the discussion
- Start and stop on time
- Lead by asking skillful questions
- Ask thought-provoking questions



### DON'TS

- Talk too much
- Argue
- Put down anyone in the group
- Let higher-ranking cadets dominate the discussion
- Run overtime
- Be too serious
- Use words the group does not understand
- Give advice
- Make negative gestures
- Just let your friends talk
- Force your own opinion
- Act like a “know-it-all”
- Lose your temper
- Use distracting mannerisms

**ATTACHMENT B – PLANNING GUIDE FOR VALUES FOR LIVING SEMINAR**

**Civil Air Patrol Chaplain Service  
Moral Leadership Program**

NAME OF SQUADRON/UNIT/ACTIVITY: \_\_\_\_\_

DATE OF PROGRAM: \_\_\_\_\_ TIME: \_\_\_\_\_ to \_\_\_\_\_

TOPIC: \_\_\_\_\_

*IAW CAPR 52-16 credit will be given to cadets who serve as a discussion leader or recorder.*

CADET DISCUSSION LEADER(S): \_\_\_\_\_

\_\_\_\_\_

CADET RECORDER(S): \_\_\_\_\_

\_\_\_\_\_

*CAPR 52-16 requires cadets to record attendance on CAPF 66, Cadet Master Record.*

List of Cadets Participating

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Signature of Chaplain/Moral Leadership Officer

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

# ATTACHMENT C – SAMPLE 1-HOUR TIMELINE FOR MORAL LEADERSHIP SESSION

## The Civil Air Patrol Chaplain Service

TIME	ACTIVITY	BEST WAY TO DO IT
10 Minutes	Chaplain/MLO shares with cadets on the topic being discussed. Purpose: Build-up their interests.	Focus on “Openers.” Chaplain/MLO may use a variety of methods to include: current events, demonstrations, historical examples, etc.
5 Minutes	Form Small Groups. Purpose: Allows for maximum participation. Encourage cadet interaction.	Place cadets according to age in groups of 5 or 6. Be sure a discussion leader and recorder have been appointed for each group. Provide each discussion leader with “ <i>A Guide for Cadet Discussion Leaders</i> ” (Atch A) and a copy of the Discussion Probes. Provide each cadet recorder with pencil and paper.
30 Minutes	Small Group Discussion. Each group will have a discussion. The Chaplain/MLO oversees the group discussion process. Purpose: Cadets apply the topic to their personal experiences.	Chaplain/MLO reminds everyone when 5 minutes remain to allow closure in the discussion.
10 Minutes	Small groups reassemble into main group. Each recorder gives a 2-minute overview of the main points discussed in his or her group. Purpose: To hear what groups discussed.	The Chaplain/MLO reminds recorders to give only the main points. Summarize those points that reinforce the topic.
5 Minutes	Chaplain/MLO summarizes lesson objectives and main points. Purpose: To help cadets understand what they have heard and apply the topic to their own values.	Use your own words to wrap-up the topic, or use “Bringing It Home” statements. Apply the lesson to the life of cadets.

# CIVIL AIR PATROL

## Moral Leadership Program

Certificate of Achievement

is presented to cadet

\_\_\_\_\_

for successfully completing a moral leadership session as a

☐ Discussion Leader      ☐ Recorder      ☐ Group Member

Held on \_\_\_\_\_ (Month) \_\_\_\_\_ (Day) \_\_\_\_\_ (Year)

\_\_\_\_\_  
Chaplain/Moral Leadership Officer

# ATTACHMENT E – PEER PRESSURE GRID

	Acts in my best interest	Acts in their own best interest	Likely to tell me the truth	Likely to lie to me	Always acts the same way toward me	Acts nice when trying to influence me	Uses peer pressure in my best interest	Uses peer pressure to get me to do what they want to do
Parent								
Teacher								
Religious leader								
Friend								
Girl/boyfriend								
Drug dealer								

## ATTACHMENT F – PEER PRESSURE GAME

One way adults can minimize peer pressure is to guide teens in selecting friends.	One way adults can minimize peer pressure is to guide teens in selecting friends.	One way adults can minimize peer pressure is to dialog with teens about things on TV.	One way adults can minimize peer pressure is to have a dialog of peers about things on TV.
One way adults can minimize peer pressure is to show strong acceptance of the teen.	One way adults can minimize peer pressure is to show strong acceptance of the teen.	One way adults can minimize peer pressure is to ask questions about things on TV.	One way adults can minimize peer pressure is to ask questions about things on TV.
One way adults can minimize peer pressure is have high expectations.	One way adults can minimize peer pressure is have high expectations.	One way adults can minimize peer pressure is to provide positive feedback for desired behavior.	One way adults can minimize peer pressure is to provide positive feedback for desired behavior.
One way adults can minimize peer pressure is to be very responsive to teen concerns.	One way adults can minimize peer pressure is to be very responsive to teen concerns.	One way adults can minimize peer pressure is to talk about good/bad behavior not good/bad people.	One way adults can minimize peer pressure is to talk about good/bad behavior not good/bad people.
One way adults can minimize peer pressure is to have frequent, positive, planned activities.	One way adults can minimize peer pressure is to have frequent, positive, planned activities.	One way adults can minimize peer pressure is to have clear expectations.	One way adults can minimize peer pressure is to have clear expectations.
One way adults can minimize peer pressure is to provide clear, solid guidance.	One way adults can minimize peer pressure is to provide clear, solid guidance.	One way adults can minimize peer pressure, is to know that the parents, of your teen's friends, have the same values as you.	One way adults can minimize peer pressure, is to know that the parents, of your teen's friends, have the same values as you.
One way adults can minimize peer pressure is to teach social skills, customs and manners. It helps avoid embarrassment and fosters social acceptance.	One way adults can minimize peer pressure is to teach social skills, customs and manners. It helps avoid embarrassment and fosters social acceptance.	One way adults can minimize peer pressure is to give feedback on their friend's behavior not the friend.	One way adults can minimize peer pressure is to give feedback on their friend's behavior not the friend.



One way adults can minimize peer pressure is to fill the teen's time with positive activities.	One way adults can minimize peer pressure is to fill the teen's time with positive activities.	WILD CARD - AUTOMATIC MATCH	WILD CARD - AUTOMATIC MATCH
One symptom of peer pressure is when you hear "I thought you were a real man/one of us/brave/member of the team".	One symptom of peer pressure is when you hear "I thought you were a real man/one of us/brave/member of the team".	One symptom of peer pressure is when you are aware that "everyone" around you is doing it.	One symptom of peer pressure is when you are aware that "everyone" around you is doing it.
One symptom of peer pressure is when you hear "Just one whatever won't kill you".	One symptom of peer pressure is when you hear "Just one whatever won't kill you".	One symptom of peer pressure is when you do something just to be with the "in crowd"	One symptom of peer pressure is when you do something just to be with the "in crowd"
One symptom of peer pressure is when you hear "Just for a little while".	One symptom of peer pressure is when you hear "Just for a little while".	One symptom of peer pressure is when you lie about what you are going to do.	One symptom of peer pressure is when you lie about what you are going to do.
One symptom of peer pressure is when you hear "Just try a little".	One symptom of peer pressure is when you hear "Just try a little".	One symptom of peer pressure is when you are thinking about what "they" are going to say or think if you say no.	One symptom of peer pressure is when you are thinking about what "they" are going to say or think if you say no.
One symptom of peer pressure is when you hear "Nobody will know".	One symptom of peer pressure is when you hear "Nobody will know".	One symptom of peer pressure is when you are being called names.	One symptom of peer pressure is when you are being called names.
One symptom of peer pressure is when you hear "Everyone is doing it".	One symptom of peer pressure is when you hear "Everyone is doing it".	One symptom of peer pressure is when you feel you have to do something to prove yourself.	One symptom of peer pressure is when you feel you have to do something to prove yourself.
One symptom of peer pressure is when you hear "Are you chicken?"	One symptom of peer pressure is when you hear "Are you chicken?"	One symptom of peer pressure is when you are doing something to be like someone else/fit in/be one of the guys.	One symptom of peer pressure is when you are doing something to be like someone else/fit in/be one of the guys.

One symptom of peer pressure is when you hear "We'll never get caught".	One symptom of peer pressure is when you hear "We'll never get caught".	One symptom of peer pressure is when you say, "I wanted to be just like them".	One symptom of peer pressure is when you say, "I wanted to be just like them".
One way to say "No!" with style is "No thank you"	One way to say "No!" with style is "No thank you"	One way to say "No!" with style is "Got to go!"	One way to say "No!" with style is "Got to go!"
One way to say "No!" with style is "I don't like it."	One way to say "No!" with style is "I don't like it."	One way to say "No!" with style is, start talking to someone else.	One way to say "No!" with style is, start talking to someone else.
One way to say "No!" with style is "I can't, it will make me sick/react with my medicine/I'm allergic".	One way to say "No!" with style is "I can't, it will make me sick/react with my medicine/I'm allergic".	One way to say "No!" with style is tell the truth.	One way to say "No!" with style is tell the truth.
One way to say "No!" with style is "No/ I said no/I said no and I mean no".	One way to say "No!" with style is "No/ I said no/I said no and I mean no".	One way to say "No!" with style is "I don't do that".	One way to say "No!" with style is "I don't do that".
One way to say "No!" with style is to walk away.	One way to say "No!" with style is to walk away.	One way to say "No!" with style is "I have other/better things to do".	One way to say "No!" with style is "I have other/better things to do".
One way to say "No!" with style is change the subject.	One way to say "No!" with style is change the subject.	One way to say "No!" with style is "Hey, I am the one who ....".	One way to say "No!" with style is "Hey, I am the one who ....".
One way to say "No!" with style is to offer an alternative. "Let's shoot hoop instead."	One way to say "No!" with style is to offer an alternative. "Let's shoot hoop instead."	One way to say "No!" with style is to reverse the pressure. Ask "Why do you want to do that?" And keep asking why to each of their answers.	One way to say "No!" with style is to reverse the pressure. Ask "Why do you want to do that?" And keep asking why to each of their answers.

One way to say "No!" with style is to say "Not now/today".	One way to say "No!" with style is to say "Not now/today".	WILD CARD - AUTOMATIC MATCH	WILD CARD - AUTOMATIC MATCH
You are giving into peer pressure when you feel one way on the inside and say or do something different on the outside.	You are giving into peer pressure when you feel one way on the inside and say or do something different on the outside.	One successful way to avoid peer pressure is to avoid people and places that you know will put you under pressure.	One successful way to avoid peer pressure is to avoid people and places that you know will put you under pressure.
You are giving into peer pressure when you are doing something just so someone will like you.	You are giving into peer pressure when you are doing something just so someone will like you.	There is strength in numbers. Hang out with people who are doing positive things.	There is strength in numbers. Hang out with people who are doing positive things.
You are under peer pressure when you know that you will feel guilty for doing something and feel ashamed for not doing it.	You are under peer pressure when you know that you will feel guilty for doing something and feel ashamed for not doing it.	Real friends care about you. They will tell you when you are right and when you are wrong.	Real friends care about you. They will tell you when you are right and when you are wrong.
One coping skill is to listen to that little voice in your head that asks "Is this what is right for me?"	One coping skill is to listen to that little voice in your head that asks "Is this what is right for me?"	You are giving in to peer pressure when you are scared but do it anyway.	You are giving in to peer pressure when you are scared but do it anyway.
One coping skill is to avoid alcohol. Under the influence of alcohol you know what is right but you just don't care.	One coping skill is to avoid alcohol. Under the influence of alcohol you know what is right but you just don't care.	One sign of peer pressure is when people tell you that you will be unlovable without doing something.	One sign of peer pressure is when people tell you that you will be unlovable without doing something.
Peer pressure can be a positive thing. Hang out with winners.	Peer pressure can be a positive thing. Hang out with winners.	One sign of peer pressure is when people tell you that you will be less masculine or feminine without doing something.	One sign of peer pressure is when people tell you that you will be less masculine or feminine without doing something.
One coping skill is to participate in positive activities; they lead to positive friends, who lead to more positive activities.	One coping skill is to participate in positive activities; they lead to positive friends, who lead to more positive activities.	One sign of peer pressure is when you are being told that you will be inadequate or unsuccessful without doing something.	One sign of peer pressure is when you are being told that you will be inadequate or unsuccessful without doing something.

One coping skill is to ask yourself "Is the cost to get/stay in this group too high?"	One coping skill is to ask yourself "Is the cost to get/stay in this group too high?"	One coping skill is to dress well/appropriately. A good appearance leads to good self-esteem.	One coping skill is to dress well/appropriately. A good appearance leads to good self-esteem.
---	---	---	---